

E-Learning :Technological Development in Teaching for school kids

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Kids today have actually grown up with a mouse in their hands. They do not use the screen of a computer or tablet for passive consumption, but are used to interact with the content and images on the screen. Internet is playing a much bigger role in

children's lives today. New technology and devices like tablets, smart phones, or online-communities in social networks respond to new ways of acquiring knowledge.

It's important to begin a child's education early in life to help build a strong foundation for future years of learning. Teaching young children can be difficult due to their short attention spans; they lose interest quickly! In addition to traditional methods of learning, such as book reading, a variety of online educational resources provide an atmosphere of fun and interaction designed to keep children engaged. During the past four to five years, many online resources have become trusted and convenient tools to help change the way children learn.

The practice of utilizing online education, or e-learning, continues to grow in popularity. Hundreds of thousands of parents are using online resources as part of their children's educational development. Online resources offer low-cost or free educational resources for both children and adults. Students in remote locations, home-bound, or in hospitals benefit from e-learning. Traditional school classrooms also benefit from online resources. Online learning provides greater flexibility than conventional learning methods by offering accessibility to educational content from any place, at any time. Parents can also become part of an online peer discussion group to ask questions about education, or to offer advice to other parents.

Included among online resources is Mingoville.com and is a very effective website that helps kids learn English through enjoyable games, lessons, and songs. The eye-catching graphics help keep a child's attention; they are having so much fun that they don't realize they are learning! Mingoville.com teaches using the three learning methods, which helps each child learn from the method that works best for them. Children learn with three basic types of learning styles: visual, auditory, and kinesthetic. Although children use multiple senses to process information, they generally favor one sense over

others. Visual learners learn by seeing, or associating images with written words. Mingoville.com offers access to a wide-array of colorful characters and lessons to visual learners, which helps improve reading comprehension and retention. For auditory learners, Mingoville.com uses songs and music so the words can be heard. Kinesthetic learners learn by doing. The exciting, interactive games on Mingoville.com help teach this type of learner. Other resources, such as university libraries, are beginning to establish their presence online.

With the availability of productive and educational Web content and the general access that children have to it, e-learning has become an integral part of education. Whether wholly online or in conjunction with face-to-face settings, e-learning is accessible in a way that did not exist in the recent past. Many school systems, institutions, universities, and government resources now include e-learning as a part of their curriculum. Given that an education can lead to a more successful lifestyle, better social integration, and greater self-confidence, beginning online learning for children at an early age is an important step to consider.

E-LEARNING :

E-learning (or eLearning) is the use of electronic media, educational technology and information and communication technologies (ICT) in education. E-learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web-based learning. Information and communication systems, whether free-standing or based on either local networks or the Internet in networked learning, underly many e-learning processes

E-learning can occur in or out of the classroom. It can be self-paced, asynchronous learning or may be instructor-led, synchronous learning. E-learning is suited to distance learning and flexible learning, but it can also be used in conjunction with face-to-face teaching, in which case the term blended learning is commonly used.

E-learning includes, and is broadly synonymous with multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), flexible learning, web-based training (WBT), online education, virtual

education, virtual learning environments (VLE) (which are also called learning platforms), m-learning, and digital education. These alternative names individually emphasize a particular digitization approach, component or delivery method, but conflate to the broad domain of e-learning.

E-learning is an inclusive term that describes educational technology that electronically or technologically supports learning and teaching. Bernard Luskin, a pioneer of e-learning, advocates that the "e" should be interpreted to mean "exciting, energetic, enthusiastic, emotional, extended, excellent, and educational" in addition to "electronic." This broad interpretation focuses on new applications and developments, and also brings learning and media psychology into consideration. Parks suggested that the "e" should refer to "everything, everyone, engaging, easy". Depending on whether a particular aspect, component or delivery method is given emphasis, a wide array of similar or overlapping terms has been used. As such, e-learning encompasses multimedia learning, technology-enhanced learning (TEL), computer-based training (CBT), computer-assisted instruction (CAI), internet-based training (IBT), web-based training (WBT), online education, virtual education, virtual learning environments (VLE) which are also called learning platforms, m-learning, digital educational collaboration, distributed learning, computer-mediated communication, cyber-learning, and multi-modal instruction. Every one of these numerous terms has had its advocates, who point up particular potential distinctions. In practice, as technology has advanced, the particular "narrowly defined" aspect that was initially emphasized has blended into "e-learning." As an example, "virtual learning" in a narrowly defined semantic sense implies entering the environmental simulation within a virtual world, for example in treating posttraumatic stress disorder (PTSD). In practice, a "virtual education course" refers to any instructional course in which all, or at least a significant portion, is delivered by the Internet. "Virtual" is used in that broader way to describe a course that not taught in a classroom face-to-face but through a substitute mode that can conceptually be associated "virtually" with classroom teaching, which means that people do not have to go to the physical classroom to learn. Accordingly, virtual education refers to a form of distance learning in which course content is delivered by various methods such as course management applications, multimedia resources, and videoconferencing. Students and instructors communicate via these technologies.

The worldwide e-learning industry is economically significant, and was estimated in 2000 to be over \$48 billion according to conservative estimates. Developments in internet and multimedia technologies are the basic enabler of e-learning, with consulting, content, technologies, services and support being identified as the five key sectors of the e-learning industry. Information and communication technologies (ICT) are used extensively by young people.

E-learning expenditures differ within and between countries. Finland, Norway, Belgium and Korea appear to have comparatively effective programs.

Content is a core component of e-learning and includes issues such as pedagogy and learning object re-use. While there are a number of means of achieving a rich and interactive elearning platform, one option is using a design architecture composed of the "Five Types of Content in eLearning" (Clark, Mayer, 2007).

Content normally comes in one of five forms:

- Fact - unique data (e. g., symbols for Excel formula, or the parts that make up a learning objective)
- Concept - a category that includes multiple examples (e. g., Excel formulas, or the various types/theories of Instructional Design)
- Process - a flow of events or activities (e. g., how a spreadsheet works, or the five phases in ADDIE)
- Procedure - step-by-step task (e. g., entering a formula into a spreadsheet, or the steps that should be followed within a phase in ADDIE)
- Strategic Principle - task performed by adapting guidelines (e. g., doing a financial projection in a spreadsheet, or using a framework for designing learning environments)

WHAT ARE THE PEDAGOGICAL BENEFITS OF ONLINE-LEARNING?



“The following three factors that make a difference personalisation, interactivity and engagement.

Personalisation: Who ever had the experience of sitting in a classroom with different learner types knows how hard it can be to accommodate learners’ unequal pace or preferences of learning methods. While some seem to grasp grammar structures quickly, others need repetition. Teachers are often challenged by resource constraints when trying to tailor teaching to their students’ individual abilities and learning styles. This is where online-learning has a significant advantage and can support teachers: Good learning systems adjust to students’ personal progress as well as strengths and weaknesses, are available anytime, anywhere and are self-paced which is very motivational and engaging for students.

Interactivity: One of the major obstacles to effective learning is passivity. Content that is merely consumed, e.g.

via video or frontal instruction, is less likely to engage a student's long-term memory because the knowledge is not experienced. E-learning on the other hand offers numerous ways to engage students actively. Rosetta Stone for example provides students with real-life scenarios requiring the learner to actively acquire knowledge as opposed to passively consume content.

Engagement: Technology can simulate real world experiences with virtual tools like multi-player simulations or role-plays. It enables students to practise real-life scenarios in a secure setting which increases learners' confidence."

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